

## Curriculum Intent Discovery: Key Stage 2 2025 - 2026

At Compass School, our overall aim is to engage the pupils in the cultures of others and the wider world. We wish to encourage pupils to be inquisitive and have an opportunity to explore and try new things and be creative. All pupils are assessed on entry and the curriculum intent is adjusted and differentiated accordingly to address any gaps in knowledge. The curriculum has carefully chosen topics that create interest for the pupils and provides them with the opportunity to develop pupils' global citizenship, sense of community, and Cultural Capital to improve targeted skills and to prepare for assessment. We aim for pupils to leave Compass School equipped with the skills and knowledge to express their observations, opinions, feelings and needs in any situation.

### Skills and Knowledge Key Stage 2

Every half term, we ensure that we offer cross curricular (Cc) opportunities to our pupils as well as covering Social, Moral, Spiritual and Cultural (SMSC) elements.

These are detailed below using the following codes, enabling us to track what is delivered in each subject:

Cross Curricular Links include: M (Maths), Eng (English), Sc (Science), PS (PSHE), FT (Food Tech), CR (Craft), AD (Art & Design), C (Computing), G (Geography), H (History), En (Engineering), R (Reading), Ec (Economics)

SMSC Links include: B (British Values), Sp (Spiritual aspects), M (Moral aspects), So (Social aspects), C (Cultural aspects), R (Religious aspects), Rel (Relationships), P (Prevent), E (E-Safety), I (Individual Advice & Guidance & Careers), H (Healthy Lifestyle including wellbeing).

|            | Key Stage 2 Topics  | Key Stage 2 Skills   | Key Stage 2 Knowledge  |
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| <b>HT1</b> | <p><b>Weather and Wonders</b></p> <p>Extreme weather, natural disasters and climate</p> <p><b>CC - Eng, Sc, PS, G, H, R</b></p> <p><b>SMSC – B, M</b></p>                   | <p>Map Reading</p> <p>Communication</p> <p>Discussion</p> <p>Team Work</p> <p>ICT/Computing</p> <p>Collaboration</p> <p>Research</p> <p>Problem Solving</p> <p>Evaluating</p> <p>Crafting</p> <p>Collect and organising data</p> <p>Safe use of technology</p> | <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• To understand the key physical features and processes of extreme weather events</li> <li>• To locate major rainforests on a world map</li> <li>• To understand the concept of climate zones and biomes with a focus on tropical rainforests</li> <li>• To recognise key natural features in the local area and compare them to those in rainforests or disaster zones</li> <li>• To identify the causes and effects of climate change and global warming on people and environments</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• To understand the historical context and significance of Pompeii and the eruption of Mount Vesuvius in 79 AD</li> <li>• To explore the historical events and causes leading to the sinking of the Titanic in 1912</li> <li>• To learn about how people in the past have responded to natural disasters</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• To learn about artists who have explored weather, landscapes, and natural disasters in their work (e.g., Turner, Hokusai)</li> <li>• To understand how colour, texture, and form can express mood, movement, and drama in natural events</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• To understand what a branching database is and how it is used to sort and classify information.</li> <li>• To understand the key features and functions of software used to create branching database</li> <li>• To understand why strong password practices are important and how to create one and to never share or reuse a password</li> <li>• To be able to adjust online profiles and settings eg adjust settings to control visibility and protect their data</li> </ul> <p><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>• To understand how to observe and record weather patterns using various tools</li> <li>• To know how to identify and classify living things through habitat surveys and bug hunts</li> <li>• To know what volcanoes are, how they erupt, and how to safely demonstrate a model volcanic eruption to explore Earth's natural processes</li> </ul> |
|            | Key Stage 2 Topics  | Key Stage 2 Skills   | Key Stage 2 Knowledge  |
| <b>HT2</b> | <p><b>In the Footsteps of the Ancients</b></p> <p>Ancient Egyptians, Ancient Greeks and Mayans</p> <p><b>CC - Eng, Sc, PS, G, H, R</b></p> <p><b>SMSC – B, M, So, C</b></p> | <p>Map Reading</p> <p>Communication</p> <p>Discussion</p> <p>Team Work</p> <p>ICT/Computing</p> <p>Collaboration</p> <p>Research</p> <p>Problem Solving</p> <p>Evaluating</p> <p>Crafting</p> <p>Timelines/chronology</p> <p>Safe use of technology</p>        | <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• To know the geographical locations and environmental features of Ancient Egypt, Greece, and the Mayan civilisation</li> <li>• To understand how the landscape (e.g., the Nile River, mountainous terrain, rainforests) influenced the development of these civilisations</li> <li>• To recognise how climate and physical geography affected agriculture, trade, and daily life</li> <li>• To use maps, atlases, and digital mapping tools to identify continents, countries, and significant geographical features</li> <li>• To compare and contrast the physical and human geography of the three civilisations</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• To understand key aspects of the Ancient Egyptian, Greek, and Mayan civilisations, including religion, government, daily life, architecture, and achievements</li> <li>• To know about significant figures and events, such as pharaohs, Greek philosophers, and Mayan rulers</li> <li>• To understand historical chronology and where these civilisations fit within a wider historical context</li> <li>• To use historical sources to ask and answer questions about the past</li> <li>• To sequence key events and periods using timelines</li> <li>• To identify similarities and differences between ancient societies and modern life</li> <li>• To explain the impact and legacy of ancient civilisations on the modern world</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• To know about the art and symbolism used by the Egyptians (e.g., hieroglyphs, tomb paintings), Greeks (e.g., pottery, sculpture), and Mayans (e.g., carvings, codices)</li> <li>• To understand the purpose of art in ancient civilisations as communication, decoration, and storytelling</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• To know how technology can be used to present and share historical information</li> <li>• To know how to report abuse or unwanted messages to a responsible adult or platform</li> </ul>  |

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|            |  |   | <ul style="list-style-type: none"> <li>To understand what constitutes appropriate and inappropriate online behaviour</li> <li>To recognise cyberbullying and know how to respond safely eg block, report, talk to a trusted adult</li> <li>To be aware of the possible consequences of their online actions</li> <li>To develop healthy routines for technology usage eg taking breaks, having face to face conversations, engaging in other hobbies</li> </ul> <b>Outdoor Learning</b> <ul style="list-style-type: none"> <li>To know how ancient people interacted with their environment to build cities, grow food, and create technologies</li> <li>To understand the natural materials and resources used by ancient civilisations</li> </ul>  |
|            | <b>Key Stage 2 Topics</b>  | <b>Key Stage 2 Skills</b>   | <b>Key Stage 2 Knowledge</b>   |
| <b>HT3</b> | <p><b>Romans on a Rampage</b></p> <p><b>CC - Eng, Sc, PS, G, H, R</b></p> <p><b>SMSC – B, M, So, C,</b></p>              | <p>Map Reading</p> <p>Communication</p> <p>Discussion</p> <p>Team Work</p> <p>ICT/Computing</p> <p>Collaboration</p> <p>Research</p> <p>Problem Solving</p> <p>Evaluating</p> <p>Crafting</p> <p>Timelines/chronology</p> <p>Safe use of technology</p> | <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>To know how and where the Roman Empire expanded</li> <li>To understand the location and significance of key Roman settlements in Britain and across the empire</li> <li>To know the differences and similarities in the physical and human geography of Roman Britain and modern-day Italy</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>To know key facts about the Roman Empire and its timeline</li> <li>To understand the impact of the Roman Empire on Britain, including roads, architecture, baths, language, and religion</li> <li>To know what daily life was like for different people in Roman Britain (e.g., soldiers, slaves, citizens)</li> <li>To understand the role of archaeological evidence, including artefacts, mosaics, and remains of Roman buildings, in learning about Roman Britain</li> <li>To recognise the significance of Roman military power and design, including Roman shields and formations</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To know the artistic techniques used in Roman mosaics, including pattern, symmetry, and storytelling</li> <li>To understand the decorative and symbolic use of Roman shields and their role in identity and battle</li> <li>To learn how Roman art reflected aspects of daily life, mythology, and power</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To understand how coding can be used to create educational tools such as quizzes and games</li> <li>To learn how to use Scratch or similar programs to build a simple interactive programme</li> <li>To understand data and information sharing safely</li> <li>To understand what constitutes personal information eg address, phone number, passwords and why it needs to be kept private and the risks of sharing this information online</li> <li>To question and evaluate the credibility of online information, to recognise bias, misinformation and 'fake news'</li> </ul> <p><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>To know how the Romans used the land for building settlements, forts, roads, and farming</li> <li>To understand the practical uses of Roman engineering and land planning in outdoor spaces</li> </ul> |
|            | <b>Key Stage 2 Topics</b>  | <b>Key Stage 2 Skills</b>   | <b>Key Stage 2 Knowledge</b>   |
| <b>HT4</b> | <p><b>Stone age to Iron Age Adventures</b></p> <p><b>CC - Eng, Sc, PS, G, H, R</b></p> <p><b>SMSC – B, M, So, C,</b></p> | <p>Communication</p> <p>Discussion</p> <p>Team Work</p> <p>ICT/Computing</p> <p>Collaboration</p> <p>Research</p> <p>Problem Solving</p> <p>Evaluating</p> <p>Crafting</p> <p>Timelines/chronology</p> <p>Safe use of technology</p>                    | <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>To know how early humans selected and used land for hunting, gathering, farming, and settlement</li> <li>To understand the role of natural resources (e.g., rivers, forests, flint) in shaping early human activity</li> <li>To identify and describe the locations of key prehistoric sites in Britain (e.g., Skara Brae, Stonehenge)</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>To know the chronological order and key features of the Stone Age, Bronze Age, and Iron Age</li> <li>To understand the major changes in tools, housing, food production, and social structure across the periods</li> <li>To know what archaeological evidence (e.g., artefacts, monuments, skeletons) tells us about prehistoric life</li> <li>To understand how and why lifestyles changed over time and compare them with modern life</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To know what prehistoric cave paintings and rock art reveal about early human beliefs and daily life</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To understand how to use Scratch to create a simple game based on prehistoric themes</li> <li>To know how to use coding blocks to animate characters, create interactions, and tell a story about Stone Age to Iron Age life</li> <li>To understand the importance of planning, testing, and debugging in the game design process</li> <li>To understand the permanence and consequences (short and long term) of their digital footprint</li> <li>To understand how data is used by companies and individuals</li> <li>To understand the importance of consent and permission when sharing information and the importance of kindness and respectful communication in a digital context</li> </ul> <p><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>To understand how early humans used natural materials to make paint, brushes, and carving tools</li> </ul>   |
|            | <b>Key Stage 2 Topics</b>  | <b>Key Stage 2 Skills</b>   | <b>Key Stage 2 Knowledge</b>   |

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| HT5 | <p><b>Amazing Anglo-Saxons and Vicious Vikings</b></p> <p>CC - Eng, Sc, PS, G, H, R</p> <p>SMSC – B, M, So, C,</p>                                       | <p>Communication<br/>Discussion<br/>Team Work<br/>ICT/Computing<br/>Collaboration<br/>Research<br/>Problem Solving<br/>Evaluating<br/>Crafting<br/>Timelines/chronology<br/>Critical analyse of sources<br/>Perspective<br/>Interpretation<br/>Cause and Effect<br/>Safe use of technology</p> | <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>To know where the Vikings came from and the routes they used to reach Britain</li> <li>To understand the reasons for Anglo-Saxon and Viking settlements, and how physical geography influenced where they settled</li> <li>To know how land was used during the Anglo-Saxon and Viking periods</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>To know the chronology and key events of the Anglo-Saxon and Viking periods, including key invasions and resistance</li> <li>To understand how the Anglo-Saxons and Vikings lived, including daily life, social structure, religion, and trade</li> <li>To understand how artefacts and historical evidence help us learn about the past</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To know what illuminated manuscripts are and why they were important in Anglo-Saxon culture</li> <li>To understand the role of Viking art, such as carvings, jewellery, and runes, in storytelling and identity</li> <li>To know how natural materials (clay, ink, pigments) were used in early medieval art and craft</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To know how to program a route for a robot or digital avatar using coding tools (e.g., Bee-Bot, Scratch, or micro:bit)</li> <li>To understand how algorithms and sequences control movement</li> <li>To be aware of online risks and manage them safely, including suspicious/inappropriate messages and requests, phishing or scam emails</li> <li>To be aware of unsafe sites and content and how to report them</li> </ul> <p><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>To know how to use a compass and basic navigation tool to follow a route</li> <li>To understand how Viking longboats were designed for sea travel and river raids</li> <li>To understand the importance of practical survival skills and exploration to early medieval communities</li> </ul>  |
|     | <p><b>Key Stage 2 Topics</b></p>   | <p><b>Key Stage 2 Skills</b></p>   | <p><b>Key Stage 2 Knowledge</b></p>  |
| HT6 | <p><b>The Industrial Age</b></p> <p>Industrial revolution, inventions and the Victorians</p> <p>CC - Eng, Sc, PS, G, H, R</p> <p>SMSC – B, M, So, C,</p> | <p>Communication<br/>Discussion<br/>Team Work<br/>ICT/Computing<br/>Collaboration<br/>Research<br/>Problem Solving<br/>Evaluating<br/>Crafting<br/>Timelines/chronology<br/>Safe use of technology</p>   | <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>To know the key cities and countries of the United Kingdom, with a focus on those important during the Industrial Revolution (e.g., Manchester, Birmingham, London, Glasgow)</li> <li>To understand how the physical geography of the UK (including mountains, rivers, and coasts) influenced industrial development and transport routes</li> <li>To know how and why there was a shift from rural to urban living during the Industrial Age, and how this changed land use, employment, and lifestyle</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>To know the causes and key features of the Industrial Revolution, including major inventions and innovations (e.g., steam engine, textile machines, factory systems)</li> <li>To understand the impact of the railways on travel, trade, industry, and everyday life in Victorian Britain</li> <li>To know what life was like during the Victorian era, especially for different classes of people</li> <li>To Understand the role of key figures (e.g., Isambard Kingdom Brunel, Queen Victoria) and inventions in shaping the period</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To know about the Arts and Crafts movement, including the work of William Morris, and how it responded to industrial change</li> <li>To understand how Victorians used printmaking, pattern, and natural forms</li> <li>To know how to use artistic techniques inspired by Victorian design (e.g., block printing, symmetry, repeating motifs)</li> </ul> <p><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>To understand how the development of gardens and green spaces was important in response to industrial urbanisation (e.g., creation of mini-gardens for wellbeing)</li> <li>To understand how design, observation, and problem-solving skills can be applied in practical outdoor tasks.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To understand how to use basic multimedia tools to combine text, images, and transitions to effectively communicate</li> <li>To understand intellectual property and digital rights</li> <li>To have respect for others creative work and have caution against downloading or sharing content</li> </ul> |