## Curriculum Curriculum Inks Key Stage 2

| Key<br>Stage<br>2 | Subject          |   | Water<br>Treat-<br>ment | Water<br>Conser-<br>vation | Wildlife | Water<br>Cycle | Weather<br>and<br>climate | Your<br>body |
|-------------------|------------------|---|-------------------------|----------------------------|----------|----------------|---------------------------|--------------|
| lower<br>KS2      | Science          | Recognise that environments can change<br>and that this can sometimes pose<br>dangers to living things  | x                       | X                          | x        |                | X                         |              |
|                   |                  | Construct and interpret a variety of food chains, identifying producers, predators and prey   |                         |                            | x        |                |                           |              |
|                   |                  | Observe that some materials change state when they are heated or cooled   |                         |                            |          | X              |                           |              |
|                   |                  | Identify the part played by evaporation and condensation in the water cycle   |                         |                            |          | Х              |                           |              |
| upper<br>KS2      | Science          | Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  | х                       |                            |          |                |                           |              |
|                   |                  | Describe the ways in which nutrients and water are transported within animals including humans  |                         |                            |          |                |                           | х            |
| KS2               | Geog-<br>raphy   | Name and locate counties and cities of<br>the UK; and key topographical features<br>e.g. coasts and rivers  | x                       | x                          |          | х              | x                         |              |
|                   |                  | Describe and understand key aspects of: physical geography including: rivers, mountains, the water cycle  |                         | х                          |          | Х              | х                         |              |
|                   |                  | Use maps, atlases and globes and computers to locate and describe features  |                         | х                          |          | Х              | х                         |              |
| KS2               | Citizen-<br>ship | Pupils should be taught to: write about their opinions, and explain their views on issues that affect themselves and society  |                         | х                          | x        |                | х                         |              |
|                   |                  | Pupils should be taught to research,<br>discuss and debate topical issues,<br>problems and events   |                         | х                          | х        |                | х                         |              |
|                   |                  | Pupils should be taught that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment |                         | х                          | х        |                | х                         | х            |

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|------------------------------|---------|--|-------------------------|----------------------------|----------|----------------|---------------------------|--------------|
| KS2                          | PSHE    |  |                         |                            |          |                |                           |              |
| Living in the<br>Wider World |         | About the shared responsibilities we all have for caring for other people and living things  | X                       | x                          | x        |                | x                         |              |
|                              |         | Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment | X                       | x                          | X        |                | x                         |              |