



## Year Group Termly Themes

Key: Connection themes / Knowledge (Science History Geography)



Term	Year 1	Year 2	Year 3
Autumn	<b>Changes</b>	<b>Contrasts</b>	<b>Creations</b>
Knowledge	<p>Changes within living memory</p> <p><b>The Royal Family</b> (Significant individual – <b>Queen Elizabeth II</b>) <i>What changes has Queen Elizabeth II seen?</i></p> <p><b>Who am I?</b> Explore where I am – name oceans/continents/use maps - fieldwork</p> <p><b>Seasonal Changes</b> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>	<p>An event beyond living memory</p> <p><b>The Gun Powder Plot</b> (Significant individual – <b>Guy Fawkes</b>) <i>What is firework night really about?</i> Who was Guy Fawkes?</p> <p><b>Plants</b> Observe growth of seeds and bulbs. What do plants need to love?</p> <p><b>Animals – including humans</b> What animals, including humans need to survive, offspring, exercise, diet and hygiene</p> <p><b>Weather</b> Human and physical geography/seasonal and daily weather patterns</p>	<p>Achievements of the earliest civilisations – <b>Ancient Egypt</b> <i>What made the Ancient Egyptian civilisation so great?</i></p> <p><b>Forces and Magnets</b> Understand magnets, compare and group materials, forces between objects</p> <p><b>Light</b> Absence of dark, reflection, sun safety</p>
Spring	<b>Innovation</b>	<b>Innovation</b>	<b>Survival</b>
Knowledge	<p>An event beyond living memory</p> <p><b>Space – First Man on the Moon</b> (Significant individual – Neil Armstrong) <i>Who was the first man on the moon?</i></p> <p><b>Everyday Materials</b></p>	<p>Changes within living memory</p> <p><b>Flight through the ages</b> (Significant individuals – The Wright Brothers and Amelia Earhart) <i>Who were the pioneers of early flight?</i></p> <p><b>Everyday materials</b></p>	<p>Changes in Britain from the <b>Stone Age to the Iron Age</b> Specific place – Stonehenge Tribal kingdoms <i>How did Britain change between the Stone and Iron ages?</i></p> <p><b>Animals – including humans</b></p>

	Distinguish between, name properties, physical characteristics of a variety of materials.	<p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Changing shapes</p> <p>Local History -<b>St Piran</b> <i>Who was St Piran – why is he remembered today?</i></p>	<p>Nutrition needs, skeletons, muscles</p> <p><b>Plants</b> Functions of parts of flowering plants, plant life cycles</p>
<b>Summer Knowledge</b>	<b>Detectives</b>	<b>Survival</b>	<b>Transformation</b>
	<p>Local History- <b>Launceston Castle</b> <i>Why does Launceston have a castle?</i></p> <p><b>Plants</b> Identify and name plants and parts of plants.</p> <p><b>Animals – including humans</b> Identify and name animals – carnivores/herbivores Identify parts of a human.</p>	<p><b>Town and Country Mouse</b> Key physical and human features of contrasting locations.</p> <p><b>Living things and their habitats</b> explore and compare the differences between things that are living, dead, and things that have never been alive Habitats and micro-habitats</p>	<p><b>UK Study</b> - map/atlas work, name and locate, physical; and human features, changes over time. Local History - <b>Cornish mining</b> <i>What happened to the Cornish Mines?</i></p> <p><b>Rocks</b> Compare and group/physical properties of rocks</p>



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Term	Year 4	Year 5	Year 6
Autumn  Knowledge	<b>Changes</b>	<b>Exploration</b>	<b>Contrasts</b>
	<p>Britain's settlement by <b>Anglo-Saxons</b> and Scots <i>How did life change for individuals during Anglo-Saxon times?</i></p> <p>The <b>Viking and Anglo-Saxon Struggle</b> for the Kingdom of England to the time of Edward the Confessor <i>How did people resist Viking invasion?</i></p> <p>Local History – <b>Farming – Settlement</b> <i>How has farming changed in Cornwall over the years?</i></p> <p><b>States of Matter</b> Compare and group, solids, liquids and gases, evaporation</p>	<p><b>Global knowledge</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - linked to Exploration - <b>Ernst Shackleton)</b></p> <p><b>Earth and Space</b> Earth, sun, space, solar system – spherical bodies, positions, rotation</p>	<p>A non-European Society that provides contrast with British History – <b>The Mayan Civilisation</b> <i>Was the Mayan Civilisation better than British civilisation?</i></p> <p><b>Mountains/Volcanoes and Earthquakes</b> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Living things and their habitats</b> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals/give reasons for classifying plants and animals based on specific characteristics.</p>
Spring  Knowledge	<b>Connections</b>	<b>Influences</b>	<b>Alteration</b>
	<p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world. <i>What is the legacy of the Ancient Greek civilisation?</i></p>	<p><b>The Roman Empire</b> and its impact on Britain <i>How did the Roman Empire impact on life today in Britain?</i></p> <p><b>Forces</b></p>	<p><b>Animals – including humans</b> human circulatory system Diet, exercise, drugs, lifestyle and nutrients.</p> <p><b>Evolution and Inheritance</b></p>

	<p><b>Sound</b> How sounds are made/altered/patterns</p> <p><b>Electricity</b> Construct and label simple circuits</p>	<p>Gravity, water and air resistance, friction and mechanisms</p> <p><b>Properties and changes of materials</b> hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve Solids, liquids, gases filtering, sieving and evaporating</p>	<p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p><b>Light</b> Light and how the eye sees</p>
<b>Summer</b>	<b>Survival</b>	<b>Challenge</b>	<b>Revolution</b>
<b>Knowledge</b>	<p><b>Amazon Rainforest</b> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle as well as human geography/distribution of resources.</p> <p><b>Animals – including humans</b> The digestive system, teeth, food chains</p>	<p>A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 – <b>World War II</b> <i>How did World War II impact on communities?</i></p> <p>Local History - <b>WWII, Airfield and Evacuees</b> <i>How did World War II impact on our local community?</i></p> <p><b>Living things and their habitats</b> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.</p> <p><b>Animals – including humans</b> describe the changes as humans develop to old age</p>	<p>A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 – Changing power of Monarchs using case studies – <b>Queen Victoria</b> <i>How did Queen Victoria enable the growth British Empire and how does this compare to the Roman Empire?</i></p> <p>Local History - <b>Transport and Recreation</b> - <i>Why did the seaside become popular during the Victorian times?</i></p> <p><b>Electricity</b> Circuits, how elements are altered, how to represent with a diagram, how to use switches</p>